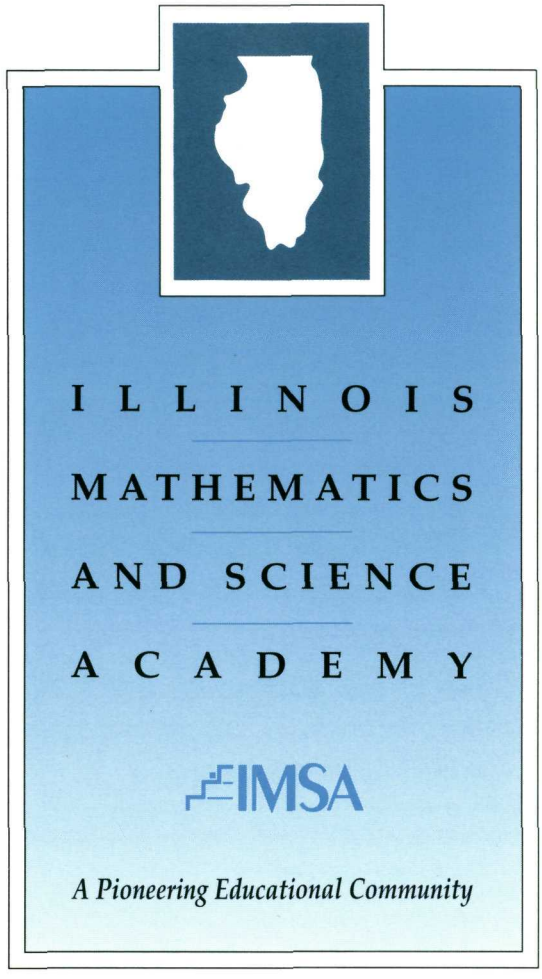


ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

IMSA

A Pioneering Educational Community

1992-93

PROFILE

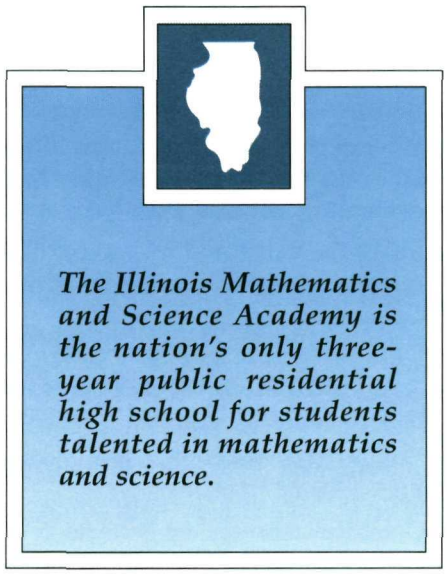
"The need to understand how the universe works is fundamental to human nature. It is also essential for safely managing the human future; but foolishly, we have designed a society based on science and technology in which hardly anyone understands science and technology. This is a clear prescription for disaster.

Our future depends on producing and encouraging highly competent, ethically responsible young scientists, as well as a much greater scientific literacy in the general public.

The Illinois Mathematics and Science Academy in Aurora, Illinois, is dedicated to meeting this challenge...

It is a gift from the people of Illinois to the human future."

Dr. Carl Sagan
Laboratory for Planetary Studies
Cornell University, Ithaca, New York
Member, IMSA National Advisory Board



Illinois Mathematics and Science Academy

BELIEF STATEMENTS

We believe that

- meaning is discovered, not prescribed.
- all individuals have equal intrinsic worth.
- all people have an innate desire to learn.
- the power of the human mind is the world's greatest resource.
- every individual is capable of both changing and bringing about change.
- trust is essential for any human relationship to prosper.
- the survival of global civilization depends primarily upon the quality of the education provided to all citizens.
- every person is responsible for his/her own choices and actions.
- belonging to a group implies subordination of self-interests to the common good.
- excellence is worth the effort, but not always worth the cost.
- achieving our vision of the future depends upon our willingness to sacrifice in the present.
- aversion to risk-taking stifles innovation and creativity.
- learning is an individual, life-long endeavor.
- valuable learning results from both failure and success.
- all adults share responsibility for the well-being of all children.
- the ability to discern and create connections is the essence of knowing.
- a good life is harmony among the emotions, the body, the intellect and the spirit.
- the process of education is more than merely the accumulation of facts.

MISSION

The mission of the Illinois Mathematics and Science Academy, a community of scholars dedicated to intellectual exploration, is to develop leaders who know the joy of discovering and forging interconnections among mathematics, science, the arts and the humanities, and who, by example and by instruction, inspire others to live in harmony with themselves, other human beings and the physical world.

ACADEMIC PROGRAM

Student Learner Outcomes

Cognitive Skills Outcomes

- Formulate questions and seek answers through the observation and interpretation of phenomena
- Solve problems and think critically in all areas of learning by analyzing, evaluating and integrating data
- Judge the value and relevance of information (data) in presenting conclusions
- Demonstrate a core base of knowledge and skills in all areas of learning
- Demonstrate research and investigation skills
- Communicate effectively through the spoken and written word

Creativity Outcomes

- Think creatively and innovatively
- Demonstrate the use of intuition and imagination in the generation and solution of problems

Personal Outcomes

- Demonstrate a healthy and positive self-concept
- Demonstrate the joy and excitement of life-long learning
- Demonstrate an appreciation of aesthetics, based upon observation and perceptions

Social Outcomes

- Demonstrate a sense of social awareness and responsibility
- Make decisions within a moral and ethical context
- Demonstrate the academic and technical knowledge needed to fulfill civic responsibility, improve the student's own health and life, and cope with an increasingly technologically complex world

Curriculum

Advanced level courses are taught in all of the academic disciplines with strong emphasis in mathematics and science. An equally rigorous humanities program places a heavy emphasis on inquiry and analysis of social issues. In the foreign language curriculum students experience immersion in target languages and their respective cultures. Faculty members design course content and work with students in exploring ideas and connecting concepts within and across the disciplines.

IMSA courses bring students face-to-face with essential concepts rather than text-based content—the focus being the quality of understanding rather than the quantity of information. This represents a critical step in the Academy's work to develop "decidedly different learners" who are beginning to function as integrative thinkers. These learners can conduct research, analyze and interpret data, think critically and creatively, and find and solve problems.

As apprentice investigators, students engage in individual and group research in all areas. The academic schedule features Exploration Days (every sixth school day) when instead of attending regular classes, students participate in independent and group research, special seminars and symposia, academic field trips and mentorship.

Mentorship

Students participating in mentorship work one-on-one with scientists and scholars on research projects in the greater Chicago area. Some of the areas of investigation have included superconductivity, computer graphics, paleontology, particle physics, plant genetics, synthetic inorganic chemistry, cultural anthropology, molecular genetics, fluid dynamics, applied computer technology and physiology.

"Graduates of the Illinois Mathematics and Science Academy will be among the leaders of tomorrow in science, mathematics, art and humanities. They will be a diverse group – representing both genders and a variety of racial, ethnic, geographic and socioeconomic backgrounds. As leaders in our state, nation and world, they will have in common a lifelong yearning to learn, a sense of excitement about discovery, skills of analysis and synthesis, values of honesty and integrity, and a sense and appreciation of the wonder of it all."

Dr. Walter Massey, Director,
National Science Foundation

Mentorship sites have included Applied Computer Technology, Argonne National Laboratory, Brookfield Zoo, Cargill Hybrid Seeds, Federal Reserve Bank (Chicago), Fermi National Accelerator Laboratory, Field Museum, Illinois Institute of Technology, IMSA, Loyola University Medical Center, Loyola University of Chicago, Motorola, Inc., Northern Illinois University, and Willowbrook Wildlife Haven.

Information and Communication Systems

To support its innovative curriculum, IMSA combines the resources traditionally found in academic libraries, computer centers and audio/visual services into a single integrated information and communication system. Resources include more than 600 micro-computers as well as access to local and wide-area computer networks, on-line and CD-ROM data bases along with automated retrieval systems, over 30,000 monograph volumes and 120 periodicals, a video production laboratory, a 750-volume curriculum-based video collection, satellite-based video communications, and a Telecommunications Instructional Consortium classroom.

As a result of IMSA joining NSFNET, students now enjoy instantaneous access to worldwide data bases, library card catalogs, and scientists and researchers. Through computer networking, IMSA's young scholars can consult with mentors at Argonne National Laboratory, Fermi National Accelerator Laboratory and other scientific and research organizations. Students also have access to supercomputers at the Cornell National Supercomputing Facility and the National Center for Supercomputing Applications at the University of Illinois in Urbana.

Assessment

IMSA's Student Learner Outcomes require a qualitatively different kind of assessment. IMSA is moving away from standardized tests and pencil-and-paper multiple choice tests as primary modes of student evaluation. Instead, teachers are developing assessments which require students to use information in contexts similar to those they will encounter as professionals. Other modes, including thinking logs, learning journals, lab practicals, performance assessments, portfolios and quick response questions help teachers "see" what students are thinking as they progress through the curriculum.

"IMSA stands as an example that excellence truly is possible. The combination of outstanding students, innovative curriculum and dedicated faculty ensures that many IMSA graduates will become leaders not only in science and technology but also in other fields. That is important because we need people in all walks of life who are comfortable with science – people who can evaluate evidence and make sensible judgments whether in a laboratory or elsewhere."

Dr. Frank Press, President,
National Academy of Sciences

In light of IMSA's selective admission process and in order to promote collaborative exploration and discovery, the Academy does not provide grade point averages nor class rankings.

Faculty

IMSA conducts a national search for exemplary faculty who can implement authentic learner assessments, facilitate discovery learning and support and nurture holistic student development.

The average teaching experience is approximately 12 years and nearly 25% hold PhDs. The faculty include several Presidential Award winners, noted authors, fellowship recipients and a full-time resident scientist. The resident scientist engages students in high level research beyond opportunities provided by the curriculum. One outcome of this interaction is the publication of student works.

Many faculty provide leadership in professional organizations and serve as resources for the greater educational community of Illinois and the nation.

IMSA COURSE OFFERINGS

Mathematics

Advanced Geometry
Advanced Problem Solving
Analysis
AP Calculus I, II, III (BC)
AP Calculus I, II (AB)
AP Computer Science
Computer Seminar
Data Analysis
Discrete Mathematics
Geometry I, II
Independent Study
Introduction to Pascal
Mathematica™
Mathematics Investigations I, II, III
Multi-Variable Calculus
Number Theory
Precalculus
Problem Solving
Senior Research Project

Science*

Biology
- *Cell Biology*
- *Ecology*
- *General Microbiology*
- *Genetics*
- *Human Anatomy and Physiology*
- *Pathogenic Microbiology*
- *Patterns of Biological Diversity*
- *Plants and People*
- *University Biology*

Chemistry
- *Advanced Chemistry*
- *Biochemistry*
- *Facets of Thermodynamics*
- *Organic Chemistry I, II*
- *Sophomore Chemistry*
- *Survey of Organic Chemistry*

Physics
- *Advanced Physics*
- *Astrophysics*
- *Calculus-based Physics/Mechanics*
- *Calculus-based Physics/Electricity & Magnetism*
- *Electronics*
- *Observational Astronomy*
- *Sophomore Physics*
- *Topics in Modem Physics*

Other Courses
- *Earth Systems Science*
- *Independent Study*
- *Science, Society and the Future (0.5 credit in Science, 0.5 credit in Social Science)*
- *Junior Project in Science*
- *Senior Research Project*

Social Science

American Studies
World Studies
Senior Social Science Electives:
- *Independent Study*
- *International Relations*
- *Macroeconomics*
- *Microeconomics*
- *Political Science*
- *Psychology*
- *Science, Society and the Future (0.5 credit in Social Science, 0.5 credit in Science)*
- *Topics in Psychology*
- *Topics in Recent U.S. History*
- *Senior Research Project*
- *Utopia/Anti-Utopia (0.5 credit in Social Science, 0.5 credit in English)*

English

Sophomore English
Junior English
Senior English Electives:
- *Anatomy of Terror*
- *Belief in Question in Modern Literature*
- *Dramatic Literature*
- *Idea of the Individual*
- *Independent Study*
- *Modem American Prose & Poetry*
- *Modem World Fiction*
- *Russian Consciousness in Literature*
- *Short Story*
- *Senior Research Project*
- *Utopia/Anti-Utopia (0.5 credit in English, 0.5 credit in Social Science)*

Foreign Language

French I, II, III, IV
German I, II, III, IV
Japanese I, II, III
Latin I, II, III, IV
Russian I, II, III
Spanish I, II, III, IV
Independent Study
Senior Research Project

Fine Arts

Art Design I
Ceramics
Chamber Choir
Concert Choir
Independent Study: Art
Independent Study: Music
Photography
Senior Research Project
Symphonic Band
Symphonic Wind Ensemble
Symphony Orchestra

Physical Education

Health
Physical Education
Senior Research Project
Wellness

**All Science courses except Calculus-Based Physics, Pathogenic Microbiology, and Science, Society and the Future are laboratory-based.*

GRADUATION REQUIREMENTS CLASS OF 1993

Mathematics/Science
8.0 credits in Mathematics and Science which must include:

a) minimum 4.0 credits in science including at least 1.0 credit above the introductory required courses in Chemistry, Physics and Biology.
b) at least 3.0 credits in mathematics which include core courses that move toward completion of BC Calculus. Students are to be enrolled in a mathematics course each semester.

Social Science 2.5 credits

English 3.0 credits

Foreign Language
2.0 credits taken during two out of the three years at the Academy, including completion of an Academy Level II course.

Fine Arts 0.5 credit

Physical Education
Fulfilled by completing two semesters of physical education. Students enrolled in Health Education at IMSA are required to take only one semester of physical education.

Health Education
Required unless taken during the ninth grade at home school.

Consumer Education
Fulfilled by passing competency exam or the completion of a designated course.

Constitution
Completion of American Studies satisfies the Federal and State Constitution requirements.

Courseload Requirements
Students must enroll in a minimum of 5 academic courses each semester. Students taking a 6th course may take it for a grade or pass/fail. Students taking a 7th course must take it pass/fail. If a Fine Arts course is taken as an 8th course, it must be taken pass/fail. However, all courses that serve to fulfill graduation requirements must be taken for a grade.

Senior Research/Independent Study Project
An optional research project or independent study is available on a privileged basis for 0.25-2.0 credits. This fulfills elective credit and may be used to meet course requirements for each semester.

Community Service and Campus Work Service
Each student must satisfactorily complete 80 hours of community service and 300 hours of campus work service.

Total graduation requirements equal 16.0 units for grades 10-12 at the Academy
This allows for flexibility in student choices during the senior year, including time for in-depth study in particular courses and topics of interest.

GRADE DISTRIBUTIONS CLASS OF 1993

Fall Semester 1991

		A	B	C	D	P	F
MATHEMATICS Analysis III, IV; AP Calculus I, II, III; Geometry I; Math Investigations I	N=238	39.08%	38.66%	19.33%	2.52%	0.41%	0%
Computer Seminar; Data Analysis; Intro to Pascal; Problem Solving	N=13	69.23%	15.38%	0%	0%	15.39%	0%
SCIENCE **Biology:** University Biology	N=226	44.25%	49.12%	6.63%	0%	NA*	NA*
Chemistry: Advanced Chemistry; Chemical Research; Organic Chemistry I; Survey of Organic Chemistry	N=57	61.40%	26.32%	8.77%	0%	3.51%	0%
Physics: Advanced Physics; Astrophysics; Calculus-Based Physics/Mechanics; Electronics; Observational Astronomy; Topics in Modern Physics	N=86	55.81%	26.74%	2.33%	2.33%	12.79%	0%
SOCIAL SCIENCE: World Studies	N=226	53.98%	41.15%	4.42%	.45%	NA*	NA*
ENGLISH: Junior English	N=225	57.78%	35.56%	6.22%	.44%	NA*	NA*
FOREIGN LANGUAGE: French; German; Japanese; Latin; Russian; Spanish	N=222	46.40%	35.14%	17.56%	0%	.90%	0%
FINE ARTS: Art Design I; Ceramics; Chamber Choir; Concert Band; Concert Choir; Jewelry & Metals; Photography; Symphonic Orchestra	N=116	38.79%	12.93%	1.73%	0%	46.55%	0%

Spring Semester 1992

		A	B	C	D	P	F
MATHEMATICS Analysis IV; AP Calculus I, II, III; Math Investigations I, II; Advanced Geometry; AP Computer Science; Differential Equations; Multi-Variable Calculus; Problem Solving	N=218	38.08%	41.74%	16.97%	2.75%	.46%	0%
	N=56	60.71%	10.72%	7.14%	1.79%	19.64%	0%
SCIENCE **Biology:** Cell Biology; Genetics; University Biology	N=281	50.53%	39.15%	7.83%	.71%	1.42%	.36%
Chemistry: Advanced Chemistry; Biochemistry; Organic Chemistry II	N=31	29.03%	32.26%	12.90%	3.23%	22.58%	0%
Physics: Advanced Physics; Astrophysics; Calculus-Based Physics/Electricity & Magnetism; Electronics; Observational Astronomy; Thermodynamics; Topics In Modern Physics	N=74	52.70%	36.49%	0%	0%	9.46%	1.35%
SOCIAL SCIENCE: World Studies	N=221	64.25%	30.77%	3.62%	1.36%	NA*	NA*
ENGLISH: *Junior English*	N=220	58.18%	35.00%	4.55%	2.27%	NA*	NA*
FOREIGN LANGUAGE: French; German; Japanese; Latin; Russian; Spanish	N=222	52.25%	32.89%	12.16%	1.35%	1.35%	0%
FINE ARTS: Art Design I; Ceramics; Chamber Choir; Concert Band; Concert Choir; Photography; Symphonic Orchestra	N=80	25.00%	6.25%	1.25%	0%	67.50%	0%

**This information is not applicable because required courses cannot be taken pass/fail.*

TESTING HIGHLIGHTS

- Mean SAT composite score for IMSA seniors was 1329, 430 points above the national average for college-bound seniors.
- Mean ACT composite score for IMSA seniors was 30.9, 10.3 points above the national average for college-bound seniors.
- Of IMSA juniors and seniors taking the Advanced Placement Examinations, 91.2% scored "3" or better and 63.38% scored "4" or better.
- Mean Achievement Test score for IMSA seniors in Mathematics-Level II was 732, 69 points higher than the national average for college-bound seniors. Mean IMSA score for English Composition Achievement Test was 636, 115 points higher than the national average for college-bound seniors.
- A total of 75 (35%) members of the IMSA Class of 1993 were named Semifinalists in the 1993 National Merit, Achievement and Hispanic Merit Competitions. Another 63 (29%) were named National Merit commended students.

Achievement Test Scores for the Class of 1992

Middle 50% Range and Mean

TEST	TOTAL IMSA SCORES REPORTED	MIDDLE 50% RANGE	IMSA MEAN	ILLINOIS MEAN	NATIONAL MEAN
ENGLISH					
Composition	93	610-680	636	566	521
Comp w/ Essay	48	540-670	607		
Literature	13	640-690	671	568	529
MATHEMATICS					
Level I	7	NA*	599	579	547
Level II	123	680-780	732	700	663
SCIENCES					
Biology	45	610-700	663	591	561
Chemistry	31	600-710	661	619	577
Physics	48	650-750	705	633	604
HISTORY					
American	2	NA*	640	585	537
European	2	NA*	720	599	550
LANGUAGES					
French	6	NA*	595	572	555
German	2	NA*	540	567	567
Spanish	3	NA*	587	564	555

American College Testing (ACT) Scores

Class of 1992 — Score Intervals and Mean

SUBSCORE	FEMALE N=57	MALE N=94	IMSA MEAN	ILLINOIS MEAN	NATIONAL MEAN
ENGLISH (1-36) Mean	29.9	29	29.3	20.4	20.2
MATHEMATICS (1-36) Mean	29.6	31.6	30.8	20.5	20.0
READING (1-36) Mean	32.2	32	32.1	21.2	21.1
SCIENCE REASONING (1-36) Mean	29.8	31.4	30.8	20.8	20.7
COMPOSITE Mean	30.5	31.1	30.9	20.9	20.6

Percentages of IMSA Students in Test Score Intervals

SCORE INTERVALS	ENGLISH M	ENGLISH F	MATHEMATICS M	MATHEMATICS F	READING M	READING F	SCIENCE REASONING M	SCIENCE REASONING F	COMPOSITE M	COMPOSITE F
27-36	85	95	93	86	89	95	91	91	95	95
22-26	13	5	7	12	10	4	7	9	4	5
19-21	2	0	0	2	1	2	1	0	1	0
1-18	0	0	0	0	0	0	0	0	0	0

Preliminary Scholastic Aptitude Test (PSAT) Scores

Class of 1993 — Middle 50% Range and Mean

	VERBAL Mid 50% Range	VERBAL Mean	MATH Mid 50% Range	MATH Mean	SELECTION INDEX Mid 50% Range	SELECTION INDEX Mean
Female (N=100)	50-64	57.1	61-71	65.7	169-193	180.12
Male (N=122)	54-65	59.5	66-74	69.7	177-204	190.07
IMSA (N=222)	53-63	58.4	65-72	67.9	173-201	185.54
Illinois Mean		40.5		45.7		126.7
Nat'l Mean		40.6		45.5		126.7

Scholastic Aptitude Test (SAT) Scores for the Class of 1992

Middle 50% Range and Mean

CLASS OF 1992	FEMALE (N=67) VERBAL	FEMALE (N=67) MATH	MALE (N=102) VERBAL	MALE (N=102) MATH	TOTAL (N=169) VERBAL	TOTAL (N=169) MATH
IMSA Mid 50% Range	560-660	650-730	580-670	700-760	580-670	670-750
IMSA Mean	611	693	623	722	618	711
IL Col Bound Sr. Mean	470	517	477	559	473	537
All Col Bound Sr. Mean	419	456	428	499	423	476
TSWE-IMSA Mean	57		56.3		56.6	
TSWE-IL Mean	47.8		46.2		47.0	
TSWE-Nat'l Mean	42.9		41.2		42.1	

Advanced Placement (AP) Examination Scores for IMSA Students: 1992

AP GRADE	Biology	Chemistry	Computer Science A	Computer Science AB	Economics Macro	Economics Micro	English Lang. & Composition	English Lit. & Composition	French Language	German Language	Government & Politics: US	Latin: Vergil	Mathematics: Calculus AB	Mathematics: Calculus BC	Physics B	Physics C: Electr. & Magn.	Physics C: Mechanics	Psychology	Spanish Language	TOTAL GRADES REPORTED	PERCENTAGE OF TOTAL
5	12	4	0	14	0	0	0	2	0	0	0	0	4	26	3	10	9	3	0	87	30.63%
4	14	13	2	2	4	2	13	3	2	0	1	0	4	11	9	3	8	1	1	93	32.75%
3	10	9	0	4	1	2	6	4	5	1	0	0	5	17	0	5	6	1	3	79	27.82%
2	3	3	0	5	2	2	1	0	0	0	0	0	1	3	0	2	0	0	0	22	7.75%
1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	3	1.05%
TOTAL	39	29	2	25	7	6	20	9	7	1	1	1	14	59	12	20	23	5	4	284	100.00%
IMSA MEAN	3.90	3.62	4.00	4.00	3.29	3.00	3.60	3.78	3.29	3.00	4.00	1.00	3.79	3.95	4.25	4.05	4.13	4.40	3.25		
NATL MEAN	3.14	2.84	2.73	3.15	3.12	2.96	2.90	3.08	2.96	3.19	2.95	2.99	3.07	3.62	2.83	3.32	3.38	3.01	3.63		

NA Not Applicable*

*NA** Not Available*

IMSA Acceptances and Matriculations – Class of 1992

College/University	A	E
Allegheny College	1	0
Alma College	1	0
American University	2	0
Amherst College	2	0
Antioch College	1	1
Ball State University	1	0
Bard College	3	2
Bob Jones University	1	1
Boston University	7	1
Bowling Green State University	1	0
Bradley University	3	1
Brooklyn College	1	0
Brown University	7	3
Bucknell University	1	0
Butler University	2	0
California Institute of Technology	2	1
Carleton College	5	1
Carnegie Mellon University	8	0
Case Western Reserve University	5	0
Centre College	1	0
Claremont-McKenna College	1	0
Clemson University	1	0
Colorado School of Mines	1	1
Columbia College	1	0
Columbia University	2	2
Connecticut College	1	1
Cooper Union	2	0
Cornell College	1	0
Cornell University	5	0
Dartmouth College	1	0
Davidson College	2	0
Deep Springs College	1	0
Denison University	1	1
DePaul University	1	1
Drake University	2	0
Duke University	6	3
Earlham College	4	2
Eastern Illinois University	1	1
Eckerd College	1	1
Elizabethtown College	1	0
Emerson College	1	1
Emory University	2	1
Florida Institute of Technology	1	0
Gannon University	1	0
George Washington University	3	2
Georgetown University	5	2
Grinnell College	6	2
Grove City College	1	0
Guilford College	1	0
Hampshire College	2	1
Hampton University	1	0
Harvard/Radcliffe Colleges	4	3
Harvey Mudd College	7	4
Haverford College	3	2
Hope College	6	2
Howard University	1	1
Illinois Benedictine College	1	1
Illinois Institute of Technology	3	1
Illinois State University	4	0
Illinois Wesleyan University	8	2
Indiana University	1	0
Iowa State University	3	0
Ithaca College	1	0
Johns Hopkins University	14	2
Kalamazoo College	1	0
Kent State University	2	0
Kenyon College	1	0
Knox College	12	3
Lawrence University	3	1
Lehigh University	1	0
Loyola University {Chicago}	5	1
Macalester College	2	1
Marquette University	1	0
Massachusetts Institute of Technology	5	3
McGill University	1	0
Miami University	6	1
Michigan State University	9	1
Morehouse College	2	1
New College, University of South Florida	1	0
New York University	3	0
Northeast Missouri State University	2	1
Northern Illinois University	2	0
Northwestern University	36	11
Oberlin College	8	5
Occidental College	2	0
Ohio University	3	1
Pennsylvania State University	5	1
Pomona College	1	0
Princeton University	1	0
Purdue University	5	0
Quincy College	2	1
Reed College	1	0
Rensselaer Polytechnic Institute	8	0
Rice University	6	1
Rockford College	1	0
Rose-Hulman Institute of Technology	1	0
Siena College	1	0
St. Louis University	3	1
St. Norbert College	1	0
Southeast Missouri State University	1	1
Southern Illinois University-Carbondale	2	2
Southwest Missouri State University	2	0
Stanford University	3	2
Stevens Institute of Technology	1	0
Texas A&M University-Galveston	1	0
Transylvania University	1	1
Trinity College {Connecticut}	1	1
Trinity University	1	1
Union College	2	0
United States Air Force Academy	2	1
United States Military Academy	1	0
United States Naval Academy	2	1
University of Akron	2	0
University of Arizona	3	1
University of CA-Berkeley	7	1
University of CA-Los Angeles	1	0
University of CA-Santa Cruz	1	0
University of Chicago	21	8
University of Colorado-Boulder	2	0
University of Evansville	1	0
University of Illinois-Chicago	1	1
University of Illinois-Urbana	112	39
University of Miami	12	2
University of Michigan	15	3
University of Missouri-Columbia	2	0
University of Missouri-Kansas City	2	1
University of Missouri-Rolla	3	2
University of Notre Dame	3	1
University of Oklahoma	1	1
University of Pennsylvania	3	1
University of Rochester	4	1
University of Southern California	1	0
University of Virginia	2	0
University of Wisconsin-Madison	2	0
Valparaiso University	3	3
Vassar College	1	0
Villanova University	1	0
Virginia Polytechnic Institute	1	0
Wabash University	1	0
Washington University	34	6
Webster University	1	0
Wellesley College	1	0
Wesleyan University	2	0
Wheaton College	1	1
Worcester Polytechnic Institute	2	1
Youngstown State University	1	0

A = Accepted E = Enrolled

Dr. Stephanie Pace Marshall
Executive Director
(708) 801-6037

John D. Court
Principal
(708) 801-6053

Dr. Marcelline Barron
Director of Academic Programs
(708) 801-6071

Dr. LuAnn Smith
Director of Admissions
(708) 801-6028

Richard B. Bryant, Jr.
Coordinator of College Counseling and Career Development
(708) 801-6014

Eugenia Foster
Registrar
(708) 801-6066

Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora, Illinois 60506-1000
(708) 801-6000
Fax: (708) 801-6976

- IMSA adheres to the standards set forth in the *Statement of Principles of Good Practice* of the National Association of College Admission Counselors.
- IMSA is accredited by the North Central Association of Colleges and Schools.
- **ACT/CEEB Code Number: 140177**

Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora, Illinois 60506-1000
(708) 801-6000